



Gold Hill Middle

1025 Dave Gibson Blvd.
Tega Cay, SC 29078

Grades	6-8 Middle School	
Enrollment	734 Students	
Principal	Thomas L. Johnston	803-548-8300
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Jan Smiley	803-548-7258

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Average
2007	Good	Below Average
2006	Good	Average
2005	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

91.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	0	0	0	0

* Ratings are calculated with data available by 06/01/2010.

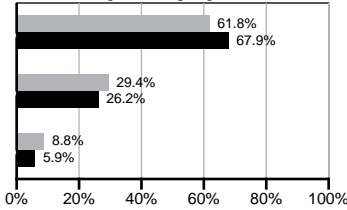
Palmetto Assessment of State Standards (PASS)

Exemplary

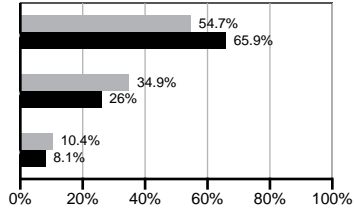
Met

Not Met

English/Language Arts



Mathematics

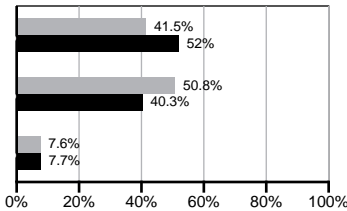


Exemplary

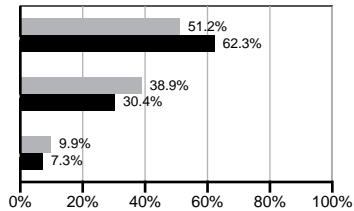
Met

Not Met

Science



Social Studies

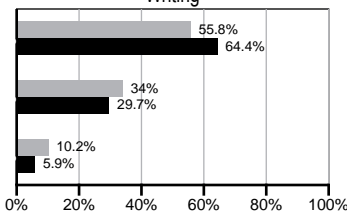


Exemplary

Met

Not Met

Writing



Our school

Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.3%
English 1	100.0%	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=734)				
Students enrolled in high school credit courses (grades 7 & 8)	24.0%	Up from 21.5%	54.4%	21.6%
Retention rate	0.3%	Up from 0.2%	0.2%	1.2%
Attendance rate	96.8%	No Change	97.0%	95.9%
Eligible for gifted and talented	40.8%	Up from 39.9%	44.3%	14.8%
With disabilities other than speech	8.4%	Up from 6.3%	4.0%	12.6%
Older than usual for grade	0.7%	Up from 0.5%	0.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.3%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	52.0%	Up from 44.9%	62.5%	56.9%
Continuing contract teachers	84.0%	Up from 77.6%	80.8%	72.7%
Teachers with emergency or provisional certificates	4.0%	Up from 0.0%	3.1%	5.3%
Teachers returning from previous year	78.0%	Up from 76.8%	83.6%	82.9%
Teacher attendance rate	94.2%	Down from 94.8%	95.5%	95.2%
Average teacher salary*	\$51,248	Up 8.4%	\$50,262	\$46,599
Professional development days/teacher	7.3 days	Down from 11.6 days	10.4 days	10.8 days
School				
Principal's years at school	3.5	Up from 2.5	3.8	3.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.3 to 1	20.0 to 1	20.1 to 1
Prime instructional time	89.5%	Down from 90.3%	90.8%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 99.9%	99.2%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$6,798	Up 4.3%	\$7,185	\$7,645
Percent of expenditures for instruction**	67.3%	Up from 63.7%	64.8%	63.4%
Percent of expenditures for teacher salaries**	63.2%	Up from 59.6%	61.0%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The Gold Hill Middle School faculty and staff continued to set high expectations for all students this year in academics, character, the arts, athletics, patriotism, and community involvement. We were very excited to be one of the few middle schools in the state to make Adequate Yearly Progress (AYP). GHMS received two more Palmetto Silver awards this year, and we were ranked 3rd in the state for overall improvement of our PACT scores from last year. We also received the Making Middle Grades Work grant again this year. We continued our Drop Everything and Read & Character Advisory programs and homework helpers & lunch bunch tutoring sessions.

Terrific Thursday is a program where the teachers have in-house professional development every other Thursday during their planning time. Teachers attended 300 hours of workshops & conferences this year, returning with information to share. We implemented our Collaborative Colleagues program where teachers observe each other to gain insight and expertise as well as new instructional strategies. All of these things help to build a strong faculty dedicated to student success.

All of our eight graders passed their End-of-Course Exams in English 1 and Algebra 1. Twenty-five GHMS students traveled to the state science fair, and 4 of those placed in their particular category. Yet again, our Career Fair and Job Shadowing days were a huge success. This year, we had 5th graders attend the fair as well. Sixth graders enjoyed their annual Myrtle Beach trip to Ripley's Aquarium and Medieval Times. 7th graders attended Camp Thunderbird and a Knight's Baseball Game. 8th graders went to see a drama performance. We had many educational assemblies this year: Veteran's Day, African American History, Japanese Internment camps, and Following your Career Path. GHMS students raised enough money to save 14.6 acres of South American rainforest. Monies were also raised for the Fort Mill Care Center, Susan B. Komen Foundation, and the York County Humane Society. 106 students were honored by the Duke University TIP program. 53 of those students earned Junior Scholar honors. GHMS students read over 200,000 pages during DEAR. Our band continues to shine, with 4 students making region and 3 making state band. One of our art students placed 1st in the district and 2nd in the state for the Lion's Club Peace Poster contest. New this year is the GHMS step team. Also new this year was the Related Arts Winter Festival. This program was open to all rising 6th graders to assist with the transition for the upcoming year. The festival showcased our dance, art, band, drama, chorus, and ITE programs. Attendees enjoyed food from the family and consumer sciences classes. We continued our afterschool athletic conditioning program that is open to all students and grade levels. Our baseball and girls' soccer teams both won their conference championships.

Our parent support and communication are second to none. We send home weekly emails and voice mails, have a monthly newsletter, and our website is updated daily. Our wonderful PTA collected over \$35,000 dollars, bringing us many cross curriculum and technology programs. As always, failure is not an option at Gold Hill Middle School.

Tracy Imler, Chair School Improvement Council
Thomas L. Johnston, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	208	133
Percent satisfied with learning environment	97.6%	85.6%	96.2%
Percent satisfied with social and physical environment	97.6%	90.9%	93.9%
Percent satisfied with school-home relations	92.7%	85.5%	91.6%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	728	99.9	9.8	30.8	59.3	95.3	93.8	82.8	Yes	Yes
Gender										
Male	373	99.7	11.7	30.8	57.5	93.6	92.5	79.3	N/A	N/A
Female	355	100	7.9	30.8	61.3	97.1	95.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	600	99.8	7.2	30.6	62.2	97.3	95.5	89.5	Yes	Yes
African American	83	100	28	38.7	33.3	82.7	83.5	73.7	Yes	Yes
Asian/Pacific Islander	17	100	11.8	23.5	64.7	94.1	95.3	92.3	I/S	I/S
Hispanic	28	100	14.8	18.5	66.7	88.9	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	82.5	I/S	I/S
Disability Status										
Disabled	65	100	53.3	40	6.7	63.3	69.9	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	82	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	96	100	34.5	34.5	31	77	81	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	728	99.9	11.8	39.4	48.8	92.2	91.6	78.9	Yes	Yes
Gender										
Male	373	99.7	13.3	35.8	50.8	90.3	90.5	77	N/A	N/A
Female	355	100	10.3	43.1	46.6	94.1	92.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	600	99.8	9.3	38.3	52.4	94.5	94	87.2	Yes	Yes
African American	83	100	32	45.3	22.7	74.7	75.6	66.7	Yes	Yes
Asian/Pacific Islander	17	100	11.8	41.2	47.1	94.1	95.3	93	I/S	I/S
Hispanic	28	100	11.1	44.4	44.4	88.9	86.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	79.5	I/S	I/S
Disability Status										
Disabled	65	100	60	35	5	50	60.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	80.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	96	100	39.1	41.4	19.5	70.1	75.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	491	99.8	7.4	51	41.6	92.6	87.6	67.5
Gender								
Male	245	99.6	8.5	44.4	47	91.5	87.1	67
Female	246	100	6.3	57.4	36.3	93.7	88.1	68
Racial/Ethnic Group								
White	407	99.8	4.6	50.6	44.8	95.4	90.7	79.5
African American	54	100	32	48	20	68	66.1	50.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.8	84.3
Hispanic	20	100	5	60	35	95	82.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	41	100	48.6	40.5	10.8	51.4	55.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	70.1	59.6
Socio-Economic Status								
Subsided meals	58	100	37	44.4	18.5	63	66.6	55.1

Social Studies

All Students	490	100	9.9	38.9	51.2	90.1	89.7	72.3
Gender								
Male	251	100	8.6	33.3	58	91.4	90.4	71.5
Female	239	100	11.3	44.8	43.9	88.7	88.9	73.2
Racial/Ethnic Group								
White	403	100	7.6	36.9	55.5	92.4	92.1	80.7
African American	55	100	28.6	53.1	18.4	71.4	76.6	60
Asian/Pacific Islander	13	100	7.7	46.2	46.2	92.3	92.6	88.5
Hispanic	19	100	11.1	38.9	50	88.9	76.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	44	100	45.2	42.9	11.9	54.8	64.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	70.8	67.9
Socio-Economic Status								
Subsided meals	67	100	36.7	41.7	21.7	63.3	70.8	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	730	99.3	9.6	34.2	56.2	90.4	87.7	70.2	96.8	97
Gender										
Male	373	99.2	12.2	38.3	49.4	87.8	83.5	63.2	96.7	97
Female	357	99.4	6.7	29.9	63.3	93.3	92.2	77.5	97	97
Racial/Ethnic Group										
White	601	99.5	6.7	34.9	58.4	93.3	90.1	79.1	96.8	97
African American	83	97.6	30.1	34.2	35.6	69.9	73.2	57.6	96.8	97.1
Asian/Pacific Islander	17	100	17.6	17.6	64.7	82.4	91.3	86.2	98.1	97.6
Hispanic	29	100	11.1	29.6	59.3	88.9	79.4	62.6	96.7	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	N/A	96.8
Disability Status										
Disabled	58	98.3	58.2	27.3	14.5	41.8	47.8	26.1	95.3	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.1	61.2	98.6	97.5
Socio-Economic Status										
Subsidized meals	96	99	39.5	33.7	26.7	60.5	68.2	58.9	96	96.4

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	245	100	10.9	32.8	56.3	89.1
	7	254	100	8.2	29.5	62.3	91.8
	8	229	99.6	10.5	30.1	59.4	89.5

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	245	100	14.7	40.3	45	85.3
	7	254	100	7.4	37.3	55.3	92.6
	8	229	99.6	13.7	40.6	45.7	86.3

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	123	100	10.8	57.5	31.7	89.2
	7	254	100	4.9	48.4	46.7	95.1
	8	114	99.1	9.3	49.5	41.1	90.7

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	122	100	10.2	57.6	32.2	89.8
	7	254	100	11.1	32.4	56.6	88.9
	8	114	100	7.2	33.3	59.5	92.8

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	246	99.2	15.5	36.1	48.3	84.5
	7	258	99.6	5.7	28	66.3	94.3
	8	226	99.1	7.4	39.2	53.5	92.6

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample